

Pupil premium strategy statement City Academy Norwich 2025-26

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	676
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Joanna Franklin (Headteacher)
Pupil premium lead	Ben Jones (Deputy Headteacher)
Governor / Trustee lead	Roger Margand (Trust Compliance Committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£382,700

Part A: Pupil premium strategy plan

Statement of intent

At CAN we strongly believe that all of our pupils have access to a world class education that considers their individual starting points, individual contexts, and provides opportunities to progress onto aspirational post 16 pathways. We will be using the latest evidence informed research to provide effective support to enable this to become a reality for all our pupils, especially those who are classed as Pupil Premium.

Our current strategy looks at addressing academic and personal barriers to success. These include:

- High Quality Teaching is at the heart of our strategy. We are confident that our improved curriculum, implemented by our expert teachers and support staff will reduce individual barriers to learning and increase accessibility of the curriculum for all. Our extensive CPD package for all staff will ensure our students receive a world class education that they deserve.
- Ensure students can access all the opportunities available to them both inside and outside of the school curriculum, to allow them to develop cultural capital and set themselves high aspirations, not limited by their lived experiences.
- Increase students' ability to read academic texts in order to succeed in examinations and prepare them for Post 16 transition.
- Ensuring students have access to technology and are aware of the resources and materials available to them through our online platforms to be successful in their learning.

We will ensure our approach is evidence informed making use of the EEF's 'Menu of approaches', to ensure we are modelling best practice.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Students may have difficulty accessing all the opportunities at City Academy Norwich because their attendance to school and their presence in lessons is too low. Support systems outside the academy may not be sufficient to enable them to access all that is on offer.

2	Students may have significant gaps in their core knowledge, skills and understanding - especially in key areas such as reading - which in turn may lead to weaker progress across the curriculum.
3	Students who are entitled to Pupil Premium are less likely nationally to attend well and are more likely to be fix-term excluded.
4	Students may arrive at the academy with a limited depth and breadth of cultural capital which may limit their access to opportunities which would help them develop as individuals and in their academic progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve attendance of all students, particularly those who are in receipt of the Pupil Premium (PP) funding	Improved overall attendance for PP students with reduced absenteeism
To narrow the attainment gap between disadvantaged students and their peers	Disadvantaged students will be making progress in line with or above their non-disadvantaged peers nationally.
Ensure that student behaviour incidents and sanctions are decreased to allow students to access the curriculum and its teaching	A reduction in suspensions with fewer visits to the Remove Room.
To enhance cultural capital so that students develop a good knowledge and understanding of the wider aspects of education and can access opportunities provided.	Increased engagement in extended learning/enrichment opportunities in clubs, visits and trips. Students are explicitly taught personal development during curriculum time.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £181,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of English made Associate AHT responsible for the school reading strategy	Reading Comprehension Strategies, Education Endowment Foundation Teaching and Learning Toolkit	2
<p>The following Academic Mentors have been appointed to support our EAL, SEMH students and those identified as weak readers:</p> <ul style="list-style-type: none"> • Academic Reading Mentor • EAL Mentor • SEMH Academic Coordinator • SEMH Academic LSA 	Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit	1,2,3
Maths subject specific pedagogy CPD delivered by the Maths Hub to improve Maths mastery delivery.	Evidence review: The effects of high quality professional development on teachers and students, Education Policy Institute, Report, February 2020	2
Two Nurture teachers appointed to teach KS3 SEND learners with both cognition and learning and SEMH needs.	Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit	1,2,3
Review of curriculum materials to ensure accessibility for all and created to promote high aspirations with no curriculum narrowing. Quality assurance of curriculum to ensure ambitious yet accessible to	<p>Bridging the Word Gap at Transition. The Oxford Language report 2020 Closing the Vocabulary Gap- Alex Quigley, David Fulton Books, April 2018</p> <p>Oral Language Interventions, Education Endowment</p>	2

all. Classroom resources including access to assistive technology e.g., visualisers	<p>Foundation Teaching and Learning Toolkit</p> <p>Reading Comprehension Strategies, Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Using Digital Technology to Improve Learning Educational Endowment Foundation Guidance Report, August 2019.</p>	
---	--	--

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 19,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the reading ages of all our pupils, "Reading Solutions" online software is embedded in our whole school reading strategy.	<p>Bridging the Word Gap at Transition. The Oxford Language report 2020</p> <p>Closing the Vocabulary Gap- Alex Quigley, David Fulton Books, April 2018</p> <p>Oral Language Interventions, Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Reading Comprehension Strategies, Education Endowment Foundation Teaching and Learning Toolkit</p>	2
One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide:	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1,2,3

Tutoring: guidance for education settings		
“Seneca” purchased and make up our home learning and revision policy for both KS3 and KS4 students	Using Digital Technology to Improve Learning Educational Endowment Foundation Guidance Report, August 2019.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 181,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker appointed to provide 1-2-1 support to engage those students who are persistently absent with their learning and reintegration back into school.	Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit	1
Breakfast club	Provides all students a space to attend before the academy day and allows targeting of disadvantaged students to ensure they are eating breakfast prior to the school day. This will help promote attendance, health and academic support.	1,2,3,4
Careers Support – including use of Level 6 advisor.	Meeting Gatsby benchmarks and building on recent career marks re-award, following 2017 policy paper around using careers education to ‘end the generational cycle of disadvantage’.	2,4
Cognition and learning base lead and SEMH Lead appointed to provide bespoke support.	Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit	1,2

Enrichment co-ordinator appointed to increase clubs, trips and visits to enhance the student's cultural capital.	Extra-curricular activities, Education Endowment Foundation Teaching and Learning Toolkit	1,2,3,4
Adoption of therapeutic counselling intervention for specific pupils who require support with regulating their behaviour and emotions.	<p>There is evidence to suggest that therapeutic counselling have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy (Youth Endowment Fund)</p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	

Total budgeted cost: £382,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes:

2024-25 Outcomes (FFT Official Figures)

	2024	2025	Improvement
Progress 8 Overall	-1.1	-0.3	+0.8
Progress 8 English	-0.8	-0.34	+0.46
Progress 8 Maths	-0.8	-0.09	+0.71
Progress 8 Ebacc	-1.2	-0.34	+0.86
Progress 8 Open	-1.3	-0.36	+0.94

Analysis of actual 2025 GCSE outcome data indicates that all pupil premium outcomes are showing sustained improvement as a direct result of targeted interventions. Strategies implemented have effectively addressed identified gaps, leading to measurable progress in attainment, engagement, and overall achievement for pupil premium students.

Attendance:

Academy attendance for FSM students is 88.9 compared to 88.9 nationally. FSM students attend in line with their peers nationally.

Students with FSM attendance this year increased by 0.9% from 88.0 to 88.9%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

--	--

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.